

TEACHER / MIDDLE LEADERSHIP (SUBJECT LEADER) COMPETENCY DEFINITIONS

EMOTIONAL INTELLIGENCE	
PERSONAL COMPETENCE HOW OUR LEADERS MANAGE THEMSELVES	SOCIAL COMPETENCE HOW OUR LEADERS MANAGE RELATIONSHIPS
<p>SELF-AWARENESS</p> <ul style="list-style-type: none"> ● Emotional Self-Awareness: Can read their own emotions and recognises their impact. ● Accurate and Honest Self-Assessment: Has a clear understanding of their own strengths and limits and works on improving their areas of weakness. ● Self Confidence: Has a clear sense of self-worth and their own capabilities. 	<p>SOCIAL AWARENESS</p> <ul style="list-style-type: none"> ● Empathy: Senses the emotions of others showing an understanding of their perspective and taking an active interest in their concerns. ● Organisational Awareness: Reads situations, understanding groups and staff dynamics. ● Service: Recognises, understands and meets pupil and parental needs.
<p>SELF MANAGEMENT</p> <ul style="list-style-type: none"> ● Emotional Self-control: Keeps disruptive emotions and impulses under control and displays positivity to others. ● Transparency: Displays honesty and integrity and trustworthiness. ● Adaptability: Has the flexibility to adapt to changing situations and overcome obstacles successfully – learning to be comfortable outside their comfort zone. ● Achievement: Has the drive to improve performance to meet inner standards of excellence and performance targets. ● Initiative: Shows a readiness and willingness to seize opportunities. ● Optimism: Focuses on the positive. 	<p>RELATIONSHIP MANAGEMENT</p> <ul style="list-style-type: none"> ● Inspirational Leadership: Guides and motivates with a compelling vision. ● Influence: Wields a range of tactics of persuasion. ● Developing Others: Bolsters other’s abilities through feedback and guidance. ● Change Catalyst: Initiates, manages and leads in new directions. ● Conflict Management: Successfully resolves disagreements. ● Building Bonds: Cultivates and maintains a network of positive relationships.

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OPERATIONAL EXCELLENCE FOR TEACHERS / MIDDLE LEADERS (SUBJECT LEADER)

COMMUNICATION

- Has a written and verbal style that is clear and has impact.
- Delivers thoughts in a straight forward way and maintains listener interest.
- Listens and responds effectively and checks understanding.
- Has a rigorous but impartial questioning style.
- Is effective at chairing meetings.
- Ensures good communication between relevant parties.

CLIENT FOCUS

- Acts as an ambassador for our school.
- Appreciates how our school operates within the wider community and actively seeks opportunities to forge effective partnerships.
- Adapts approach so they are able to deal successfully with a range of influential parties and circumstances.
- Deals with school professionals, outside agencies, governors and parents with sensitivity and tact.
- Ensures confidentiality procedures are followed when sharing information.
- Has a clear understanding of parental and pupil needs.

PLANNING

- Effectively links objectives and actions to our School Plan.
- Prioritises and schedules to ensure optimum use of time and resources.
- Is sufficiently organised and flexible to switch between several ongoing tasks.
- Recognises when plans need to be adapted and acts accordingly.
- Seeks input from others in the planning process.
- Ensures plans are understood by all involved.

PEOPLE MANAGEMENT

- Deals with issues, problems, poor performance and conflict in a prompt manner – not leaving situations to fester or worsen.
- Is well received as a team member and as a leader of a team.
- Adapts personal style to empathise with a range of people.
- Builds and maintains rapport over sustained periods.
- Invites a two-way exchange of information and feedback from others.
- Demonstrates a management and leadership style that is consistent and congruent with whole school requirements.

ACTION

- Is able to complete tasks within deadlines and budgets.
- Can effectively delegate when necessary.
- Makes confident decisions that show clear understanding of our whole school vision and ethos.
- Achieves a balance between ‘planning’, ‘delegating’ and ‘doing’.

CREDIBILITY & INFLUENCE

- Gains respect by operating in a professional and credible manner.
- Engenders co-operation by considering the perspective of others.
- Handles disagreements or resistance constructively and fairly
- Is confident about one’s own knowledge and ability.

DRIVE & OWNERSHIP

- Strives to add value to the organisation.
- Develops self to improve performance.

CRITICAL REASONING

- Thinks strategically, taking a holistic view of the way forward.
- Seeks the right information to analyse a situation and draw sound conclusions.

- Remains positive and maintains effort despite setbacks or changes.

- Generates justifiable alternatives to solve a problem or reach an outcome.
- Applies knowledge/experience effectively, yet is open to exploring new ideas.